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ABSTRACT

A six week study determined whether carefully chosen children's literature, as an ancillary component to the social studies curriculum, is more beneficial to students than teaching strictly from the social studies textbook. The study's null hypothesis states there is no difference between using the textbook and supplemental children's literature to teach social studies and using only the textbook, at the 0.05 level of significance. Subjects were one class of third graders (n=20); subjects made up the experimental group as well as the control group, through both units. The first three week unit (control factor) centered on community and state governments with the subjects receiving instruction, using only the social studies textbook and activities suggested from the textbook. In teaching the unit on local and state government, the experimental factor was controlled. No supplemental children's literature was used. The second three week unit (experimental factor) focused on federal government and citizenship with subjects instructed using the social studies textbook and supplemental literature. This unit included the experimental factor by supplementing the social studies text with children's literature. In addition, books addressing the theme were made available for children to read during any free time. To help insure that students were exposed to the additional literature, the researcher read selected texts aloud during social studies lessons. At the end of week three of each unit, subjects were tested over the content acquired. Tests were taken from the current textbook, "Communities" (Silver, Burdett, Ginn). A paired sample t-test was used to compare the mean test scores of the experimental factors and the control factor. There was no difference in test scores at the 0.05 level between the two units. The null hypothesis is retained. Includes a table and a figure. Three appendices include: a permission letter; a permission form; and a list of children's literature. (Contains 36 references and 1 table.) (Author/BT)

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IMPACT OF CHILDREN'S LITERATURE AS AN ANCILLARY COMPONENT TO THE SOCIAL STUDIES CURRICULUM

An Action Research Project

Presented to

the Department of Teacher Education

of Johnson Bible College

In Partial Fulfillment

of the Requirement for the Degree

Master of Arts in

Holistic Education

by

Lissa Joy Neitz

July 2002

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ABSTRACT

The purpose of this study was to determine whether or not carefully chosen children's literature as an ancillary component to the social studies curriculum is more beneficial to students than teaching strictly from the social studies textbook. The null hypothesis of this study states that there is no difference between using the textbook and supplemental children's literature to teach social studies and using only the textbook, at the 0.05 level of significance.

The students involved in this study were one class of twenty third graders, between the ages of seven and nine. The subjects in one classroom made up the experimental group as well as the control group, through both units. This study lasted for six weeks. The first three-week unit, (consisting of the control factor) centered on community and state governments with the subjects being instructed using only the social studies textbook (published by Silver Burdett and Ginn) and activities suggested from that textbook. In teaching the unit on local and state governments, the experimental factor was controlled. No supplemental children's literature was used or even made available in the classroom.

The second three-week unit (consisting of the experimental factor) focused on federal government and citizenship with the subjects being instructed using the social studies textbook and supplemental literature. This unit included the experimental factor by generously supplementing the social studies text with children's literature. In addition to using children's literature in instruction, books addressing the theme were made available for the students to read during any free time or during D.E.A.R. (Drop

Everything and Read) time. Also to help insure that the students were exposed to the additional literature, the researcher read selected texts aloud during social studies lessons.

Ate the end of the third week of each unit, the subjects were tested over the content acquired. The tests were taken from the current textbook, Communities, published by Silver Burdett & Ginn. The researcher used a paired sample t-test to compare the mean test scores of the experimental factor and the control factor.

There was no difference in test scores at the 0.05 level between the two units of study. Therefore, the researcher retains the null hypothesis.

APPROVAL PAGE

This Research Paper by Lissa Joy Neitz is accepted in its present form by the Department of Teacher Education at Johnson Bible College as satisfying the action research project requirements for the degree of Master of Arts in Holistic Education.

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Chapter 1

INTRODUCTION

Significance of the Problem

Often in the elementary classroom, educators rely heavily on the textbook, not providing additional literature that might greatly aid in a child's understanding of a concept or event. Although the social studies textbook can be an extremely valuable source of information, it can at times be overwhelming to learners. The purpose of textbooks is to present a great deal of information in one source; therefore many factors cannot be considered, such as attention to detail, the diverse reading abilities of students, and the relevance of personal, historical accounts. In using children's literature or trade books, adaptations can be made easily for some of these factors.

Statement of the Problem

The purpose of this study was to determine whether or not carefully chosen children's literature as an ancillary component to the social studies curriculum is more beneficial to students than teaching strictly from the social studies textbook.

Definition of Terms

Supplemental literature: Children's literature being used that relates to the topic being taught.

Curriculum: The current social studies curriculum, *Communities*, which was published by Silver Burdett and Ginn.

Limitations

The researcher was unable to randomly choose the subjects for the study because the principal of the school had already placed the students in the class.

The study was also limited by the fact that only one classroom could be involved.

The length of time in which this study was to be conducted is a limitation as well.

Assumptions

The researcher of this study assumed that the ability level of those within the sample was evenly distributed throughout the class.

The research content was taught in the same manner by both the researcher and the classroom teacher.

The study of state and federal government were of equal difficulty.

Hypothesis of the Study

There is no difference between using the textbook and supplemental children's literature to teach social studies and using only the textbook, at the 0.05 level of significance, as measured by Silver Burdett & Ginn textbook tests.

Chapter 2

LITERATURE REVIEW

Child Development

For all humans there are phases to development, whether physical, emotional, spiritual, or cognitive. The last of these categories relates to the topic of interest in this study. Piaget provided numerous insights into this complicated subject. Piaget proposed a theory including four stages of cognitive development: Sensorimotor, Preoperational, Concrete Operations, and Formal Operations (Piaget, p. 43). While no theory can be considered perfect in its ideas and views, Piaget does offer many ideas that can be extremely useful to educators.

Third-graders are considered to be in Piaget's Concrete Operation Stage, further explanation will be required for this stage. This stage includes children from the ages of six or seven to eleven or twelve (Piaget, p. 44). Some children may reach this stage before their peers, while others will move into this stage at a later time than most. The beginning of this stage is characterized partly by the ability to think logically. One example of this is students demonstrating conservation, in other words, "they can readily understand that amount stays the same, despite changes in shape or arrangement, if nothing is added or taken away" (Ormrod, p. 35). Children in this stage also are capable of multiple classification, meaning they realize that objects can belong to more than one category at a time. The fact that children in this stage are capable of showing conservation and multiple classifications signifies that they are able to reason deductively. When given facts, students can infer meaning not readily apparent. Another

characteristic of Concrete Operational thought is the sensitivity to the fact that others' perspectives may differ from their own (Ormrod, p. 34). They realize that they may be incorrect and often seek external reinforcement of their views.

Although, students who are considered to be in the Concrete Operational stage are showing signs of greater cognitive ability, they have not yet completed their cognitive development. Understanding of abstract thoughts does not come easily to children at this stage. Their reasoning is limited to "concrete reality" (Ormrod, p. 33). Problems that require thinking of more than one "hypothesis" or "variable" at once also causes these students difficulty (Ormrod, p. 37). Although some of these characterizations may vary throughout the spectrum, in essence this knowledge of Piaget's developmental stages can prove very useful to educators.

The Purpose of Social Studies

Social studies' primary purpose is to educate children about the world around them and to enable them to become responsible and responsive participants in that world (Houser, p. 212). Fostering social development in children is only one task. The burden on the social studies is great. To help students understand the diversity of people in the world and to cultivate a care and concern for others is a lofty goal. Furthermore, promoting sensitivity and respect for human worth, along with a willingness to see democratic principles carried out is extremely important. It is obvious that social studies are as much a part of helping students grow into productive citizens as are the other traditional school subjects. "Ultimately, the type of education provided will shape the type of society we will have" (Levy, p. 7).

Traditional Social Studies in the Classroom

For years social studies have been stereotyped as simply information and facts, and with good reason (Fredericks, p. 8). A teacher stands in front of a class spouting names and dates, asking the students to memorize everything that was mentioned. Then that teacher administers a test, after which the students forget those facts. Some blame the textbook, claiming social studies texts are dry, dull, and boring, and therefore do not capture the attention of the reader, much less actively engage the learner (Guzzetti et. al., p. 114). Others blame the teacher, saying that he lacks the motivation and interest to make the text interesting to children. If social studies content is dull to students, neither the teacher nor the textbook can be blamed entirely.

Often times, teachers lack the knowledge or ideas of how to make content stimulating to learners. Increased information by way of workshops or literature could provide the necessary information and perhaps motivation for teachers to make changes (Theisen, p. 7).

Furthermore, before criticizing textbooks, one must recognize their initial purpose (Edgington, p. 121). Textbooks are not written with the purpose of entertaining their readers. Instead, social studies texts exist to convey a large amount of information in a small amount of space. Considering their purpose and their numerous limitations, (for the most part) textbooks meet their objective.

In one in-depth study, conducted by Rickgels, Tomlinson, and Tunnell, history textbooks and trade books were compared. This study performed analyses of text

structure in history textbooks and trade books, which "provided a basis for comparing the comprehensibility of the two kinds of materials" (Rickgels et. al., p.161). Fifteen passages altogether were taken from the textbook and trade books for analysis. Within the passages, sentence length, readability, breadth, depth, how-soon-deep, and balance were analyzed Breadth is defined as "several ideas residing at the same level." Depth is when an idea is elaborated further and also refers to how many ideas are used to elaborate. How-soon-deep refers to how early in a text depth occurs. Balance simply is whether or not the same amount of breadth and depth are attained (Rickgels et. al., p. 167-168).

This study concluded that a "good" history textbook gives much information, yet that information remains "balanced" (Rickgels et. al., p. 169). Many times textbooks lower the readability level to accommodate all students, and in doing so omit valuable "connectors," making text less comprehensible. Overall, trade books were able to utilize more "complex sentence structure" and provide further elaboration than were textbooks (Rickgels et. al., p. 170). However, as noted in the study, trade books are not limited to the space in which they include information or the reading level at which they must lie, whereas textbooks often are.

Another study analyzed fourth through eighth grade textbooks from the Texas textbook adoption list for the vocabulary instruction included in them (Harmon et.al., p. 253). The researchers found that, although textbooks focused much instruction on vocabulary, the activities suggested are traditional in nature and few utilize higher order

thinking skills. In order to enable students to internalize word meanings, practices must be implemented that will cause students to develop critical thinking skills.

However, instruction in the social studies is changing. Teachers are realizing that sheer memorizing of facts relates no meaning to the learner. It is becoming obvious that the solution does not lie in one method (Fredericks, p. 5). Various techniques and materials should be utilized to ensure that information and knowledge will be related to students in meaningful ways.

Why Teach With Children's Literature?

First, children's literature holds personal value for children, providing entertainment and enjoyment. Children should learn to love books and stories before they are asked to read for educational purposes (Huck et. al., p. 9). However, learning is taking place when children read for pleasure, whether or not they are aware of it. To cultivate a lifelong love for reading and literature is a key aspiration for any teacher.

Moreover, literature helps children expand their imagination, enabling them to visualize the events in a story (Huck et. al., p. 10). Literature encourages children to think in ways completely new to them, causing them to question and consider ideas that were never before apparent. It helps to broaden their view of people and the world around them. Finally, children's literature may arouse children's curiosity, helping them develop a passion for reading.

The Value of Children's Literature for Social Studies

The vast educational advantages of children's literature in social studies should not be overlooked. Initially, literature provides information in a form easily absorbed by

students (Fredericks, p. 21). By stating facts or accounts in narrative form, children are more likely to absorb the material. In doing so, literature can go beyond information contained in the textbook. With children's literature, there can be a balance between facts and actual qualities of individuals involved (Krey, p. 10). Also, because the purpose of trade books is not to present much information, they can take the time and space to thoroughly develop a theme or concept (Edgington, p. 122). Authors of children's literature can give needed attention to details such as "language, clothing, and food."

Just as important is the fact that literature, in a way, enables students to experience what the character or characters in the story experience (Krey, p. 10). No one will ever have the opportunity to go back in time and encounter all there was and is to experience. "Yet through reading one can safely experience things vicariously" (Ediger, p. 35). Students can be exposed to diverse time periods, cultures, and places, simply by reading a book (Krey, p. 10).

However, of research conducted concerning children's literature and social studies, few studies were performed at the elementary level. Two studies reviewed were conducted at the sixth grade level and one at the fifth.

Furthermore, the majority of studies concentrated on the results of replacing textbook instruction with instruction based on children's literature or trade books. Two studies reviewed by the researcher stated a use of children's literature in some manner as the experimental factor. In one study conducted by Guzetti, Kowalinski, and McGowan, researchers used China as a theme, teaching one sixth-grade class using literature relating

to the theme and another class using only the textbook and traditional activities from that textbook (Guzetti et. al., p. 119-120).

Another research project organized by Jones, Coombs, and McKinney followed procedures similar to the first. However, in this study, the theme was Mexico and instead of literature-based instruction, a "themed literature unit" was implemented (Jones et. al., p. 88).

A themed literature unit differs from literature-based instruction in that when conducting a themed literature unit, students did not read or have read to them all the trade books involved in the unit. They were allowed to choose, then were placed in groups based on which book they chose and given activities, eventually leading to the presentation of their acquired information to the entire class (Jones et. al., p.89).

Both studies focused on attitude as well as content acquisition. In each it was hypothesized that using children's literature would foster an improvement in students' attitudes. In the study performed by Guzetti, Kowalinski, and McGowan, attitudes toward social studies and reading in general were expected to improve, at least for the experimental group. Yet, statistically no improvements were shown. The researchers concluded these ratings resulted from the fact that the students involved did not consider the unit on China to be a "social studies" unit, and the students' views of reading were high at the onset of the experiment (Guzetti et. al., p. 120).

In the research performed by Jones, Coombs, and McKinney, childrens' attitudes toward the inclusion of other books besides the textbook in instruction were measured (Jones et. al., p. 91). The students in the group taught using only the textbook stated that

they preferred other books not be included. However, students taught by means of a themed literature unit indicated a strong preference for the inclusion of other books.

The results of content acquisition for the two studies were similar. Through Analysis of Covariance, both research projects showed significant improvement in content acquisition of the experimental groups (Guzetti et. al., p. 120; Jones et. al., p.90). These studies showed that using either a literature-based approach to teaching social studies or a themed unit helps improve students' learning of social studies concepts and skills.

In the study conducted by McKinney and Jones, with a sample of 57 fifth-graders, three groups were formed (McKinney and Jones, p.56). One group studied the American Revolution using one trade book. Another group was instructed on the same subject using only the curriculum textbook. The third group was also instructed from the textbook, but was encouraged to read the trade book used with the first group at home.

Both a pretest and posttest were given to the students measuring content acquisition and attitude toward social studies (McKinney and Jones, p.56). Analysis of variance results showed that the groups taught with the trade book scored significantly higher on the fifteen posttest items that represented ideas found only in the trade book (McKinney and Jones, p.61). Obviously, students who were not taught content from the trade book would not be able to answer questions from that trade book correctly on a test. However, there were no signs that students learned content "common" to both books any better by being taught with a trade book. Yet the students that were taught using the trade book did learn more content than those taught using only the textbook. The trade book

used over one hundred more pages to cover the content than did the textbook, which explains why the "trade book group" was able to answer more questions on the posttest than the "textbook group."

These few studies ultimately show that the benefits of literature-based instruction depend on more than simply using "other books." The manner in which literature is introduced, students' encounters with that literature, and the activities used to reinforce content from the books are just a few factors that can influence the effect of children's literature on the social studies curriculum. Houser states, "As with any tool of education, the value of critical literature depends upon the goals, knowledge, skills, and sensitivity of the teacher using it. It also depends on what is done with the literature beyond merely the reading" (Houser, p. 214).

Evaluating and Selecting Children's Literature

Before literature may be used to supplement the social studies curriculum, it must be carefully evaluated and selected. With over 126,600 children's books on the market, some type of criteria or filter of this material needs to be established (Krey 15). Fortunately, some of the selection process is performed for the educator by the librarian or in some cases, a meeting of several school librarians called a book selection meeting. Other sources that exist to aid in this task are reliable review journals such as *Booklist, The Bulletin of the Center for Children's Books, The Horn Book Magazine,* and *School Library Journal* (Huck et. Al 38). However, there are times when an educator needs to make a decision about a book or books. There are basic criteria to facilitate in such choices.

The first important question to be asked is, does this book help to accomplish educational objectives? It should be obvious how this book will help to supplement the social studies curriculum (Huck et. Al 40). One ought to ask if "the book has the potential for constructing one or more of the ten thematic strands of social studies in the minds of children" (Krey 17).

In addition, any book used should be accurate as well as interesting. Any book that contains "misconceptions and stereotypes" will simply confuse any purposeful learning that has taken place. In other words, make sure the author has the facts straight. This includes any stereotypes, generalizations, or exaggerations that could give the learner an incorrect idea (Krey 17).

Along the same lines, in today's world where cultures exist side by side, many different cultures should be represented in a school library or classroom collection. When taken as a whole, any collection of children's literature ought to give numerous opportunities for students to view the world through the eyes of diverse cultures (Krey 17).

Furthermore, literary quality and whether or not the illustrations support the text demand consideration. Clear, rich language must be apparent throughout the selection, and corresponding language and subject are essential. Illustrations that support the text are also important, in that contradictory elements may cause confusion and difficulty in reading (Krey 18).

Last, books should be "developmentally appropriate." Few things are as frustrating to children as attempting to read at a level far greater than their own.

However, some variation is required to accommodate the spectrum of ability in a classroom. Some students will require reading material below their age level and will become easily frustrated by books that are "too hard" for them. Others will need literature that is more difficult in order to remain challenged (Krey 18).

Essentially all principles of children's literature selection and evaluation can be summarized in one sentence. One

> looks for books that emphasize human relations, represent a diversity of groups and are sensitive to a broad range of cultural experiences, present an original theme or a fresh slant on a traditional topic, are easily readable and of high literary quality, and have a pleasing format and, when appropriate, illustrations that enrich the text (Krey 18).

The importance of an educator's selection and evaluation of children's literature must never be devalued. He or she has the great responsibility and privilege of facilitating learning in a child.

Conclusion

In a survey conducted by Haas and Laughlin of 98 teachers, only twenty-six per cent revealed that they taught social studies predominantly with literature (Haas and Laughlin, p. 123). However, the survey did not inquire about using literature to teach social studies part of the time, so there is no way of knowing how many teachers occasionally supplement their social studies instruction with literature.

Using children's literature to supplement the social studies curriculum is not the only way to expand the teaching of social studies. Recently more attention has been

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given to active learning in the social studies. Dunn states, "Traditional instructional models have a place in the classroom but not to the near-exclusion of more engaging methods" (Dunn, p. 132). Few propose that tradition be throw out altogether, but room for new and different teaching techniques must be made. More exploration of topics in depth is one way children will gain perception and skills needed to participate as valuable citizens (Educational Resources Information Center, p. 19).

Again, the use of children's literature in teaching social studies is only one means of creating a meaningful learning experience for students. Yeager states the idea well in saying,

> Teachers may use different instructional approaches at different times. Rather, whatever approach they take involves the students in meaningful issues, forms of inquiry, and classroom activities in which stimulating questions are explored and students have substantial intellectual responsibility (Yeager, p. 354).

In essence, there is no one correct way to teach anything. Students differ, holding a diverse range of learning styles. Although varying teaching techniques is a difficult task, the necessity of doing such is evident. The implications of teaching content such as that involved in the social studies, is too far-reaching to be taken lightly by any educator. One source concludes, "Through their study of the story of human events, children inherit the collective experience of mankind; without it, they have an incomplete notion of who they are as humans" (Richgels et. al., p. 170).

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Chapter 3

METHODS AND PROCEDURES

The Subjects

The students involved in this study were one class of twenty third graders, between the ages of seven and nine. In this class, there were an array of students, ranging in abilities anywhere from below average to above average. These students came from a predominantly middle to upper class status, with a few students coming from low-income situations. All students were subjects attending a suburban elementary school in Eastern Tennessee.

Timeline of Study

The first three-week unit (consisting of the control factor) centered on community and state governments with the subjects being instructed using only the social studies textbook (published by Silver Burdett and Ginn) and activities suggested from that textbook. The second three-week unit (consisting of the experimental factor) focused on federal government and citizenship with the subjects being instructed using the social studies textbook and supplemental literature. Both units took place in the months of January and February.

Testing

At the end of the third week of each unit, the subjects were tested over the content acquired. The tests were taken from the current textbook, Communities, published by Silver Burdett & Ginn.

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Experimental Factors Introduced to Subjects

Due to the curriculum, the researcher used the topic of government for the research project. However, government may be considered a somewhat abstract concept. Knowing that most third-graders are found to be developmentally in the Concrete Operations stage, adaptations were made to teach government using lessons that were more concrete.

The subjects in one classroom made up the experimental group as well as the control group, through the two units. In teaching the unit on local and state governments, the experimental factor was controlled. No supplemental children's literature was used or even made available in the classroom. Instruction was based on the social studies textbook (Communities, published by Silver Burdett and Ginn) and the activities suggested in that textbook.

The second social studies unit on federal government and citizenship included the experimental factor by generously supplementing the social studies text with children's literature. In addition to using children's literature in instruction, books addressing the theme were made available for the students to read during any free time or during D.E.A.R. (Drop Everything and Read) time. Also to help insure that the students were exposed to the additional literature, the researcher read related texts aloud during social studies lessons. (See Figure 1)

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Experimental Design

First Three Weeks	Second Three Weeks
All students in class experienced control factor (The unit on community and state government was taught, using only the textbook).	All students in class experienced experimental factor (The unit on federal government and citizenship was taught, using the textbook and supplemental children's literature).

FIGURE 1

Explanation of Experimental Design

Statistical Analysis of Collected Data

The researcher used a paired sample t-test to compare the mean test scores of the experimental factor and the control factor.

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Chapter 4

RESULTS

The results of this study showed no significant difference in scoring between the social studies unit taught using the textbook and supplemental children's literature and the unit taught using only the social studies textbook. The twenty subjects involved in the study comprised both the experimental group as well as the control group. The changing variable was the method of instruction, with the subjects remaining the same. The tests at the end of each unit were taken from the current social studies textbook, Communities.

Again, as can be seen in Table 1, there was no significant difference at the .05 level between the scores of the control and experimental posttests.

TABLE 1

COMPARISON OF MEANS OF CONTROL AND EXPERIMENTAL SCORES

Groups	N	Means	Mean Difference	St. Error Difference	t-Ratio	Sig. 2-tail
Control	20	12.60				
			-.50	.401	-1.248	.227*
Experimental	20	13.10				

*Not Significant

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The researcher retains the hypothesis that there is no difference between using the textbook and supplemental children's literature and using only the textbook to teach social studies, as demonstrated by end-of-unit tests.

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Chapter 5

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary

This study was conducted in a third grade classroom over a six-week period. The first three-week unit (consisting of the control factor) centered on community and state governments. The subjects were instructed using only the social studies textbook (published by Silver Burdett and Ginn) and activities suggested from that textbook. In teaching the unit on local and state governments, the experimental factor was controlled. No supplemental children's literature was used or even made available in the classroom.

The second social studies unit on federal government and citizenship included the experimental factor by generously supplementing the social studies text with children's literature. In addition to using children's literature in instruction, books addressing the theme were made available for the students to read during any free time or during D.E.A.R. (Drop Everything and Read) time. Also to help insure that the students were exposed to the additional literature, the researcher read related texts aloud during social studies lessons. The concepts taught were chosen due to the schedule of the curriculum.

Conclusions

There was no difference in test scores at a significant level between the two units of study. However, the researcher noted a small difference in those scores and observed a distinct difference in class participation in each unit. The students tended to participate more readily and become more excited about the material if trade books supplementing the

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textbook were used to instruct. The small difference in test scores may be evidence of better retention due to elevated interest.

Recommendations

First of all, more time devoted to this study would have resulted in more precise results. Also, the larger the number of subjects involved, the greater the chance for a more accurate outcome.

Furthermore, it was noted by the researcher that, as a whole, much of the class scored somewhat higher on the second unit, while there were a couple of students whose score decreased slightly. Although many factors could have contributed to these results, one explanation of this could be found by determining the students' learning preferences. An inventory of learning styles or preferences could help explain why most scored higher, yet a few lower.

Lastly, the researcher suggests a larger degree of thought be given other variables that may have influenced the results of this particular study. For example, taking into consideration issues such as socioeconomic levels, learning preferences, and family structure could have greatly increased the level of accuracy.

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APPENDICES

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APPENDIX A

KNOX COUNTY SCHOOLS
ANDREW JOHNSON BUILDING

Dr. Charles Q. Lindsey, Superintendent

September 14, 2001

Lissa Neitz
7900 Johnson Dr.
Box #724
Knoxville, TN 37998

Dear Ms. Neitz:

You are granted permission to contact appropriate building-level administrators concerning the conduct of your proposed research. In the Knox County schools final approval of any research study is contingent upon acceptance by the principal(s) at the site(s) where the study will be conducted. Include a copy of this permission form when seeking approval from the principal(s).

In all research studies names of individuals, groups, or schools may not appear in the text of the study unless *specific* permission has been granted through this office. The principal researcher is required to furnish this office with one copy of the completed research document.

Good luck with your study. Do not hesitate to contact me if you need further assistance or clarification.

Yours truly,

Mike S. Winstead, Ph.D.
Coordinator of Research and Evaluation
Phone: (865) 594-1740
Fax: (865) 594-1709

Project No. 114

P.O. Box 2188 • 912 South Gay Street • Knoxville, Tennessee 37901-2188 • Telephone (865) 594-1800

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Appendix B

Dear Parents,

My name is Lissa Neitz. I am the intern working in your child's classroom and have already enjoyed working with your child. As an intern, I am required to conduct an action research project. This project aids me in completing my Master of Arts degree in Holistic Education.

The focus of my study is to see if instruction using children's literature and the textbook is more beneficial to students than using only the textbook. The research will last for approximately six weeks, during the Spring semester. However, in order to include your child's scores anonymously in this research, I need your signed permission.

Please take a moment to fill out the bottom of this page and return it to me. If you have any questions please contact me at the school. Thank you so much for your time and cooperation!

Sincerely,

_____
Vicki Andrews

_____
Chris Champion

_____
Lissa Neitz

I give permission for the scores of my child, _____ to be anonymously included in the action research project conducted by Lissa Neitz.

I do not give permission for the scores of my child, _____ to be anonymously included in the action research project conducted by Lissa Neitz.

_____
Signature of Parent or Guardian

Date _____

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Appendix C

List of Children's Literature

Congress by: Patricia Ryon Quiri

Voting and Elections by: Dennis Brindell Fradin

Voting and Elections by: Patricia J. Murphy

The Kid Who Ran for President by: Dan Gutman

The Kid Who Became President by: Dan Gutman

Bill of Rights by: Patricia Ryon Quiri

Our Elections by: Richard Steins

Campaigns and Elections by: George Sullivan

Elections by: Janet Majure

Senate by: Donald Richie

Our Supreme Court by: Meish Goldish

The Supreme Court by: Patricia Ryon Quiri

So You Want to Be President by: Judith St. George

The Presidents of the United States by: Simon Adams

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Signature: Lissa J. Neitz	Printed Name/Position/Title: Lissa J. Neitz	
Organization/Address:	Telephone: (270) 389-3321	Fax:
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